

# Human Rights, Free Trade and Other Issues in Canadian & International Law

COURSE TITLE:	Canadian & International Law	SCHOOL:	EYA
MINISTRY DOCUMENT:	Ontario Curriculum – Canadian & World Studies (Senior)	COURSE CODE:	CLN4U
COURSE TYPE/GRADE:	Grade 12 University	CREDIT VALUE:	1.0
PREREQUISITE:	Senior University English, Social Science, Humanities	YEAR:	2011-2012
TEACHER NAME:	Harriet Whiteman	PERIOD:	Two
TEXTBOOK(S):	Handouts	REPLACEMENT COST:	

## COURSE DESCRIPTION :

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

## OVERALL CURRICULUM EXPECTATIONS:

### Heritage

- explain the historical and philosophical origins of law and their connection and relevance to contemporary society;
- evaluate different concepts, principles, philosophies, and theories of law;
- describe the relationship between law and societal values;
- assess the influence of individual and collective action on the evolution of law.

### Rights & Freedoms

- describe the historical development of human rights legislation in Canada;
- explain the development of constitutional law in Canada;
- explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;
- explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;
- analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.

### Criminal Law & Procedures

- analyse theories about criminal conduct and the nature of criminal behaviour, and explain what constitutes a crime in Canadian law;
- analyse the Canadian criminal trial process;
- compare the competing concepts of justice as they apply to the criminal justice system.

### Regulation & Dispute Resolution

- evaluate the effectiveness of governments, courts, and individual and collective action in protecting the environment;
- analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace;
- explain the major concepts, principles, and purposes of international law;
- evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature;
- explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process.

### Methods of Legal Inquiry & Communication

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- apply the steps in the process of legal interpretation and analysis;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

### **ASSESSMENT:**

Throughout the course, a range of instructional strategies will be used to address students' needs. **Assessment** is the ongoing process of gathering and analyzing information from a variety of sources. **Diagnostic assessments** are used to identify students' strengths and learning needs to assist with planning, modifying and adjusting instruction. **Formative assessments**, which occur throughout the learning process, give students multiple opportunities to practice and receive feedback in an effort to improve their learning and achievement of the curriculum expectations.

### **EVALUATION:**

**Evaluation** measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

**Seventy per cent (70%)** of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

**Thirty per cent (30%)** of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

### **WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:**

Knowledge	25	%
Thinking	25	%
Communication	25	%
Application	25	%

### **LEARNING SKILLS:**

There are five clusters of **learning skills** required for effective learning, achievement of the curriculum expectations and student success in and out of school: Working Independently, Teamwork, Organization, Work Habits/Homework and Initiative.

### **LATE SUBMISSIONS:**

Submitting course work on time is an important aspect of student learning and time management. Students will be informed on due date and ultimate deadline for each evaluation, which is the last opportunity for students to submit an assignment/evaluation. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including parent conferences, counselling, detentions, contracts and extra help. A mark deduction of up to 10% for late submissions may be used as a last resort, if all other strategies have been tried.

### **MISSED TESTS:**

If a student is absent on the day of a test, the student is expected to bring a note from a parent/guardian explaining the test day absence on the day of their return to school. A doctor's note may be required.

### **ACADEMIC HONESTY:**

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence.

### **COMMUNICATION:**

Extra help will be available during period three and after school. Phone calls home will be made when required to discuss academics, attendance, punctuality or behaviour. The teacher can be contacted at the school by phone 416-396-2925. Parent/Teacher Night will occur on \_\_\_\_\_; any additional meetings will be arranged as required.

## COURSE EVALUATION PLAN

### 30% Final Evaluations

EVALUATION TASKS	ACHIEVEMENT CHART FOCUS	WEIGHTING (%)
Culminating Assignment	All Categories	15%
Exam	All Categories	10%
Portfolio	All Categories	5%

### 70% Course Work

- ★ All assignments marked with this star are designed to enable student choice. You may select an assignment from the Choice Board below within the column indicated next to the star (i.e., 1,2 or 3). Any additional options must be discussed with me ★

UNIT SEQUENCE	TIMING	EVALUATION TASK(S)	ACHIEVEMENT CHART FOCUS	DUE DATE
Ongoing	Feb - June	Regular Journal Entries	All Categories	Periodic: Upon Request
Legal Heritage	Feb 3 – Feb 28	Legal Terminology Quiz	All Categories	Feb 21
		Journal: Sources of Law	All Categories	Feb 10
		Legal Philosopher's Symposium	All Categories	Feb 28
Human Rights Law	Feb 29 – March 27	Journal: The Power to Change Law	All Categories	March 2
		Debate: Charter of Rights Section One	All Categories	March 27
Criminal Justice	March 28 – April 10	Journal: What is Justice	All Categories	March 30
		★ <sup>2</sup> Sources of Crime: Comparing Theories	All Categories	April 6
		★ <sup>3</sup> Outline an ideal prison present your rationale	All Categories	April 10
Labour, Environmental & Aboriginal Law	April 11 – April 27	★ <sup>1</sup> Know Your Rights at Work	All Categories	April 17
		Essay: Aboriginal Land Claim Issue	All Categories	April 30
International Law	April 30 – June 1	★ <sup>1</sup> Impacts of International Free Trade	All Categories	May 7
		★ <sup>2</sup> Security V. Liberty Select a specific topic	All Categories	May 21
		Round Table Discussion Security V. Liberty	All Categories	May 30 – June 1
Culminating Activities	June	International Dispute Resolution Simulation	All Categories	Late June
		Exam	All Categories	June?

# Choice Board

★ You may complete any assignment from the Choice Board below within the column indicated next to the star (i.e., 1, 2 or 3). Any additional options must be discussed with me. Closer to the due date for each assignment you will receive a specific outline of my expectations and the grading scheme I will use to evaluate your work; you must adhere to the requirements in the outline as well as those in the Choice Board below. ★

Column 1	Column 2	Column 3 (Presentations)
<b>Poster</b> Create a poster that includes at least 1 image, a slogan and a checklist of 5 important facts/figures. Also include website(s) where people can find out more information about your topic.	<b>Website/Blog</b> Create a website or blog. Include an introduction and conclusion, at least 5 photos, 1 video and 5 facts/figures that will inform the reader about your topic. Include links to other informative sites where people can find more info.	<b>Speech/Poem/Song/Rant (Original)</b> Write a speech/poem/song/rant/ rap that addresses your topic in a meaningful way and read/perform it for the class.
<b>Image &amp; Analysis</b> Find an effective image that is related to your topic. Include a paragraph explaining your selection: Why did you pick this image? What does it say about the subject? Why is it an effective image? Etc.	<b>Letter to the Editor/MP/MPP/ Government</b> Write a letter to the editor of a publication <u>OR</u> to your member of parliament/government official that includes at least 5 facts/figures and a call to specific action around your topic.	<b>News Report</b> Create a video or live news report on your topic. Including at least 5 important facts/figures about your topic and present it to the class.
<b>Song &amp; Analysis (chosen)</b> Choose a song that you think reflects the related issues in which you are interested. Include the lyrics and write a paragraph describing: Why is the song appropriate? What does it say about the subject? Why is it effective? Etc.	<b>Short Story</b> Write a short story inspired by your topic. For example, a narrative that follows someone who has been affected by your topic.	<b>Conference/Fair Display Booth</b> Create a display for a booth, making sure you include 3-5 photos, a logo and slogan and at least 5 facts/figures. Provide links to informative sites where people can find more info about your topic. Then present it to the class.
<b>Create a Petition</b> You must include a paragraph describing the related issue you want addressed, what action you would like the government or organization to take <u>AND</u> get 20 signatures in support.	<b>Community Action Plan</b> Write a report describing your topic and how it affects your community. Then write about how you would connect with the community to combat the issue through networking, volunteering and community outreach, for example.	<b>Advertisement/Radio Spot</b> Create a radio spot that includes a slogan and a checklist of at least 5 important facts/figures about your topic. Present it to the class.
<b>Print Advertisement</b> Create a print ad for a magazine/newspaper that includes an image and a checklist of at least 3 interesting facts/figures that encourage curiosity in the topic. Also include website(s) where people can find out more info.	<b>Essay</b> Write an essay about your topic following the criteria stipulated in the individual assignment outline. (To be distributed closer to the assignment due date)	<b>Commercial/Video</b> Shoot a 30 second TV spot to inform viewers about your topic. Including at least 5 facts/figures about the issue. Also include websites where people can find out more info. Present it to the class.